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A FOLLOW-UP STUDY OF A SAMPLE OF TRAINEES FROM THE MAYOR'S YOUTH EMPLOYMENT PROJECT.

BY- STAVROS, DENNY KOBERNICK, ALLAN

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THE SAMPLE WAS COMPOSED OF 22 NEGRO MALES AND 28 NEGRO FEMALES EMPLOYED AT THE TIME OF INTERVIEW, AND 17 NEGRO FEMALES, RECENTLY EMPLOYED BUT UNEMPLOYED WHEN INTERVIEWED. A PERSONAL INTERVIEW WAS CONDUCTED WITH THE TRAINEES SELECTED, AND A MAIL-OUT INTERVIEW WAS USED IN COLLECTING DATA FROM EMPLOYERS. THE DIFFERENCES IN THE OCCUPATIONAL DISTRIBUTION OF THE SUBJECTS WERE COMPARED WITH 1960 CENSUS FIGURES FOR THE TOTAL POPULATION AND TOTAL NONWHITE POPULATION IN THE DETROIT METROPOLITAN AREA. ALSO STUDIED WERE THE ASPECTS OF THE JOBS, JOB CHARACTERIZATION, EMPLOYEE SATISFACTION, JOB EXPECTATIONS FOR AGE 25, EMPLOYER EVALUATIONS, DESIRABLE AND UNDESIRABLE JOB CHARACTERISTICS, PROJECTED JOB CONTINUITY, JOB SEEKING OF UNEMPLOYED FEMALES, AND EVALUATIONS BY SUBJECTS OF THE MAYOR'S YOUTH EMPLOYMENT PROJECT. SOME OF THE FINDINGS WERE--(1) THE JOBS HELD BY THE FEMALES WERE MORE OFTEN IN THE AREA IN WHICH THEY WERE PRESUMABLY TRAINED, (2) THE JOBS HELD BY THE MALES WERE MORE OFTEN NOT IN THE AREA IN WHICH THEY WERE PRESUMABLY TRAINED, (3) OVER HALF OF THE FEMALES WERE TRAINED AS CLERKS, AND CLOSE TO HALF OF THE MALES WERE TRAINED AS SERVICE WORKERS, AND (4) THREE OUT OF FIVE FEMALES AND FOUR OUT OF FIVE MALES IDENTIFIED THE PROJECT AS A SOURCE OF ASSISTANCE IN OBTAINING THEIR JOBS. CRITICISMS AND SUGGESTIONS FOR IMPROVING THE PROGRAM ARE GIVEN. (PS)

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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by

DENNY STAVROS
(Research Coordinator, Detroit Special Education - Vocational Rehabilitation Project, and Doctoral Student in Sociology of Education, Wayne State University)

and

ALLAN KOBERNICK
(Part-Time Research Assistant, Detroit Special Education - Vocational Rehabilitation Project, and Student, Monteith College, Wayne State University)

with the assistance of

Lee Elbinger
(Student, Oakland University)

(Mrs.) Ruth McFerran
(Student, Wayne State University)

Terry Lewis
(Student, Swarthmore College)

John McFerran
(Student, Wayne State University)

(Mrs.) Janyce Tilmon
(Secretary, on leave, Detroit Board of Education)

Research Advisory Committee:

Rudolf A. Helling, Ph.D.
(University of Windsor)

Norman S. Goldner, Ph.D.
(Wayne State University)

Irving Torgoff, Ph.D.*
(Merrill-Palmer Institute)

March, 1966

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*We are indebted to Dr. Torgoff for his critical comments in the preparation of this report. We are of course responsible for any errors of fact or interpretation which may occur.

D.S. and A.K.

PREFACE

Not infrequently, is Detroit singled out of other great cities as the nation's model for action programs serving disadvantaged youth and adults. Certainly, one of the most significant programs for youth has been the Mayor's Youth Employment Project. Like many other successful community action programs in Detroit, this project closed ranks with many agencies and institutions in the city to present a solid front in the attack on youth unemployment and associated problems.

The Detroit Board of Education and school staff are pleased to have been a part in this most exciting demonstration. Additionally, we are grateful for the opportunity to participate in the evaluation of which this follow-up study is a part. Not only does this study make a contribution to the Mayor's Youth Employment Project, but serves as a model for other federally supported programs presently in progress.

PAUL R. HUNT

Divisional Director

Federally Supported Training Programs

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INTRODUCTION

This study is in the nature of a follow-up with a major emphasis on the current employment status of a sample of trainees who have completed the program offered by the Mayor's Youth Employment Project. The purpose underlying the initiation of this study was to provide the Project with a descriptive picture of the trainee's post-program employment and a summarization of the trainee's feelings and attitudes toward the Project. It is hoped that in addition to the judgments formed from day-to-day operations of the Project, this study will help establish a firmer foundation upon which program modifications and innovations may be innaugurated.

An initial sample of 106 subjects was randomly selected from a list of enrollees[1] on the basis of a twenty five per cent selection per twenty-one occupational training groups. Of this original sample, eighty-one or seventy-six per cent were contacted and interviewed. Of those not interviewed, nineteen had moved and could not be located, two refused to be interviewed, three were in military service, and one subject never participated in the program.[2]

This total of eighty-one subjects was narrowed even further.[3] Using a criteria of confirmed employment, i.e., that the subject's current or most recent employer confirmed his employment, sixty-seven of the eighty-one subjects interviewed met this condition and comprise the final study sample. In order to establish a racial homogeneity, three white subjects were not included in the study sample.

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[1] Mayor's Youth Employment Project, "Enrollment List," November 12, 1964.

[2] See Table 1.

[3] See Table 2.

The final sample[4] is composed of twenty-two Negro males employed at the time of interview; twenty-eight Negro females also employed at the time of interview; and seventeen Negro females unemployed when interviewed, but with recent employment. All sixty-seven subjects' employment was confirmed. It should also be established that throughout the report, when no designation is made between employed and unemployed females with regard to their jobs, the jobs of the unemployed females are their most recent jobs.

Two schedules were used in collecting data. A personal interview was conducted with the trainees selected, and a mail-out interview form was used in collecting data from employers. Interviews were carried out between August and November, 1965. The interviewing team was composed of middle-aged Negro women the majority of whom have had considerable experience in this type of work. The subjects were contacted by phone whenever possible, and appointments were made. The interviewing was conducted in the subjects' homes. The interviewers deserve much credit in tracking down many of those subjects who had moved.[5] The mail-out schedules, together with a cover letter, were sent to those employers identified by the subjects as their most recent employer. By using follow-up telephone contacts, we were able to achieve close to one hundred per cent response from the employers.

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[4] See Table 3. Age distribution is presented in Table 4.

[5] Assistance was also received from the Youth Opportunity Branch of the MESC through Mr. Cocoves. Mr. Tallis of MESC was also helpful.

The broad areas covered in the subject interview schedule[6] include:

1) Current--or last job held, for the unemployed females--employment status reflecting job characteristics in terms of the subject's evaluation and future job plans.

2) Recent period of unemployment, with emphasis on what the subject did in attempting to secure employment, feelings regarding unemployment, and financial assistance received.

3) Past project training, including the evaluation of how the program contributed to employability, experiences with the major phases of the program, and projections for the improvement of the program.

Data from the employer schedules[7] enabled us to expand and validate the analysis in two ways. We were able to confirm job tenure, rate of pay, hours worked, tasks performed, reasons for leaving, etc. Secondly, employer evaluations of the subjects' performances as workers were established.

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[6] Questions based upon the "Self Anchoring Scale," developed by Hadley Cantril, are included in the schedule. The senior author was granted permission by Dr. Cantril to modify the scale to suit his purposes. See Hadley Cantril, "A Study of Aspirations," Scientific American, Vol. 208, No. 2, February, 1965, pp. 41-45. Certain other questions were incorporated from, "The Happiness Study." Permission to use these questions was granted the senior author by Dr. Caplovitz. See David Caplovitz and Norman M. Bradburn, "Social Class and Psychological Adjustment," NORC, University of Chicago, January, 1964.

[7] This employer schedule was initially developed by Denny Stavros and Irving Torgoff for use in the research connected with the Detroit Special Education - Vocational Rehabilitation Project. It is used here with slight modification.

A further source of data was the 1960 census. Since the use of a control group was precluded through budgetary limitations and procedural stumbling blocks, census data were employed to expand the scope of the analysis beyond intra-study data comparisons.

Finally, the concluding section of the report presents recommendations for future study. In this, we have attempted to organize the major findings reported in the body of the report which, although in most instances are tentative, should provide clues to those working in the fields of job training and job upgrading with similar groups of youth.

OCCUPATIONAL DISTRIBUTION OF SUBJECTS, NON-WHITE POPULATION, AND TOTAL POPULATION

In comparing the differences in the occupational distribution[8] of the female subjects with the 1960 census figures for total population and total non-white population in the Detroit Metropolitan Area, two factors must be taken into consideration. During the past few years there has been a significant shifting in the types of employment available to Negro females. This may not be sufficiently measured in the 1960 census data since the rate of change may not be adequately reflected until the 1970 census data are made available. Therefore, the use of the 1960 data may be considered less than adequate for making comparisons based upon 1965 figures. Secondly, the educational attainment of the female subjects may be significantly higher than that of the two comparative populations.[9] Therefore, caution should be exercised in interpreting and drawing implications from these data.

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[8] The following sources were used in identifying jobs the subjects held and expected at age twenty-five:

1960 Census of Population, Alphabetic Index of Occupations and Industries, U. S. Department of Commerce, Bureau of Census, 1960.

1960 Census of Population, Classified Index of Occupations and Industries, U. S. Department of Commerce, Bureau of Census, 1960.

See Table 7 for examples of jobs listed by occupational groupings. The authors wish to acknowledge the assistance received in the classification of the jobs from Mr. Bodoh, Research Department, Michigan Employment Security Commission.

The female subjects are similar to the total female population in the percentage of clerical and operative jobs held.[10] However, in sales and service occupations, the female subjects show a higher percentage than the total female population. In comparison to the non-white females, the percentage of female subjects employed as clerks is twice that of the census figures. The percentage employed as sales workers is five times greater and the percentages are approximately equal in service jobs. Significantly, none of the female subjects were employed in private household work, whereas fifteen per cent of the non-white female population and three per cent of the total female population were thus employed. This appears to support a determination on the part of the female subjects to avoid this type of employment, as the majority identified private household and domestic work as the worst possible kind of work. It is assumed that if the occupational status of the thirteen per cent non-white females who were engaged in non-reported occupations were available, its effect on the present distribution would be negligible. No doubt these jobs would fall into the lower end of the job spectrum, thus adding to the significance of the reported differences.

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[9] Since the figures for educational attainment of the comparative populations are based on out-of-school females ages 14-24, and the equivalent data for the female subjects is based on ages 18-24, no substantive comparisons may be attempted without first determining to what extent the figures for the age group 14-18 in the comparative populations are effecting the distribution. This we have not attempted. The same applies with references to the male subjects. See Tables 8 and 9.

[10] See Table 5.

The fact that the female subjects differ more often with the non-white female population than with the total female population both in terms of rank order of percentage distribution per occupational grouping and raw percentages per occupational grouping may be tentatively viewed as a consequence of project training. The social factor of race appears to have become much less of a determining factor in employment status. Considering the apparent shift of the female subjects from an expected occupational distribution, the question is posed as to what aspects of the total program may be identified as having some relationship to this change in occupational distribution. It is suggested that it is more than just the type of training experiences within specific job areas or even more than the job finding activities carried on by the project, which may account for this phenomenon. It is proposed, within a certain degree of confidence, that the exposure afforded the subjects to the variety of job opportunities, historically beyond the expectancy of Negro females, and the training and counseling in those personal skills requisite in obtaining jobs have been the most salient aspects of the program.

The male subjects, however, present an entirely different picture.[11] In comparison to the total male population's occupational distribution, the male subjects are under-represented in the areas of sales and skilled work; are over-represented as operatives, service workers and laborers; and are equal in clerical work. In relation to the non-white male population, the male subjects are under-represented in skilled work; over-represented as clerks, operatives and laborers; and equal in sales and service jobs. Jobs in professional, managerial, official, and proprietary fields are not considered because of the demographic character of the sample and the nature of the training program. Operatives account for the largest single occupational aggregate among the three groups. The proportions for the two comparative populations employed in this field is one out of four, respectively, while the male subjects show a proportion of four out of ten. Overall, the male subjects are more similar to the non-white population than to the total male population both in terms of rank ordering and percentages per occupational grouping. Therefore, the conclusions reached regarding the female subjects do not apply to the sample of male subjects.

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[11] See Table 6.

Expanding the scope of the inquiry to include occupational group status and earnings based on the males' present jobs may provide some clues as to the differences cited above between female and male subjects. We shall begin by comparing occupational training group status - the groupings in which the subjects were introduced into the program - with their present job status.[12] Presumably, these training categories represent the areas in which the subjects received their principal training.

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[12] See Table 16.

Whereas, almost half of the males received training in service occupations, a little over ten per cent were employed in this field. Although none of the subjects were trained as operatives, forty per cent were so employed. None were trained as laborers and almost one-fifty were trained in skilled work; yet almost one-fourth were employed as laborers and only one subject worked at a skilled job. Thus there appears to be limited continuity between training jobs and current jobs.

If we assume that the pay levels recorded for the various job categories[13] are typical of the current pay scales, then an examination of the pay differentials should reflect an attraction differential among certain classes of jobs. With the exception of the single subject employed in skilled work, at the hourly rate of $3.25, approximately half of the males were working as operative earning a mean hourly wage of $2.65, the second highest hourly rate recorded, whereas roughly one out of ten were employed in service work earning a mean hourly wage of $1.87, the lowest hourly rate recorded. Nearly half of the males entered and were presumably trained as service workers. In terms of mean average weekly earnings, the difference between operative and service workers is $33.77 per week; the difference between laborers' mean average weekly inearnings and that of service workers is $23.60. Although income is but one job component, albeit an important one, from this limited comparison it would appear that differential remuneration plays a primary role in the occupational selection process.

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[13] See Table 27.

However, the larger question concerning the relationship of occupational training group status to that of present occupational status may be posed within the context of the observed differences in occupational distribution between male and female subjects relative to their respective comparative populations. If at present there is a lag in the breakdown of employer discriminatory practices, based on sex, and if a greater array of jobs in numerical, categorical, and qualitative terms are being made available to Negro females and if the selection from this array of jobs, in terms of upgrading along income dimensions, represents the kinds of jobs the female subjects are being trained for; then the project has been successful. If, on the other hand, the project's goals include efforts in breaking down employer discriminatory practices, then, at least in the areas of male employment, the project has been less than successful.

ASPECTS OF THE JOB

Eighty-six per cent of the males were employed forty hours per week; fourteen per cent were employed more than forty-hours. Among the females, fifty-seven per cent of those employed were working forty hours per week and forty-three per cent of those employed had worked less than forty hours per week. Of the unemployed females, fifty-three per cent had been employed forty hours per week and forty-seven had been employed less than forty hours per week. The distributions are comparable for the two female groups.[14]

Eighty-one per cent of the employed males, sixty per cent of the employed females and thirty-one per cent of the unemployed females recorded a change in their rates of pay. Of these, all of the males, ninety-four per cent of the employed females, and all of the unemployed females, received pay increases. Furthermore, none of the subjects received a decrease in his pay. The increases reflect cost of living allowance and/or a time increment raise.[15]

A difference is reflected between males and females in the sources identified as aids to be used in obtaining their jobs.[16] Four out of five males mentioned MYEP as opposed to approximately three out of five females. Possibly there is an even higher percentage of both males and females who were in fact assisted by MYEP. According to a MYEP job placement agent, it is not unusual for the placement agent to become involved in a subject's endeavors to secure employment without the subject's knowledge.

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[14] See Table 47 and 28.

[15] See Table 48.

[16] See Table 17.

JOB CHARACTERIZATION, SATISFACTION, AND CONFIGURATIONS

The subjects were asked to choose one of three descriptive labels which would characterize their feeling toward their respective jobs. These choices were good, average, and not too good a job.[17] Among all females,[18] we find nearly half of the clerks defined their job as good; and somewhat over half, as an average job. Service workers divided equally between average and not too good a job. Seventy per cent of those in sales identified their present job as average, ten per cent as good, and twenty per cent as not too good. If we assume that job characterization reflects to some degree job satisfaction, a ranking pattern of job satisfaction based on job characterization that emerges is clerical, sales, and service.

This same pattern corresponds to a ranking based on mean hourly pay by job groupings:[19] clerical ($1.68), sales ($1.41), and service ($1.21). The differences in means between the three occupational categories are all statistically significant. Relating job characterization to earnings, we find that the relationship is both positive and statistically significant. The mean hourly rate for those characterizing their job as a good job is $1.79; average job, $1.47; and not too good a job, $1.27. The differences between the three means are statistically significant. Differences based on mean average weekly earnings are significant between good and average, and good and not too good, but not between average and not too good. The mean average weekly earnings for the three job characterization groupings are $69.10, $52.50, and $46.12, respectively.[20] Thus, by considering job characterization as an index of job satisfaction, the job ranking which emerges of clerical, sales and service is supported by differences based on hourly rate of pay for these jobs and it is also supported by differences in hourly rate and average weekly earnings between the three job characterization groupings: good, average and not too good.

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[17] See Table 18.

[18] See Table 20.

[19] See Table 26.

By relating job satisfaction to employment expectations at age twenty-five, an interesting set of configurations begins to develop.[21] Two-thirds of the females currently employed as clerks expect to be working as clerks at age twenty-five. Over one-half of the females employed in service jobs expect this type of employment in the future. None of those in sales chose sales work for a future job. Overall, not quite half of the females see themselves in clerical work; less than one-fourth in service jobs; about the same proportion in professional work; none in selling occupations; and the few remaining, as housewives or didn't know.

Generalizing, in terms of these two variables, we find that the clerks like their jobs and expect to be working at this type of work in the future. Females in sales neither like nor dislike selling, but do not expect to be working as sales workers in the future. The service employees lean in the direction of disliking their present job, but expect to be employed in this area in the future. The following configurations emerge in relation to training group status.[22]

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[20] See Tables 22 and 23.

[21] See Table 10.

Clerical: The females in clerical work received a significantly higher hourly rate of pay, were satisfied with their present job, expected to remain working at this level or higher, and over sixty per cent were trained in this area.

Sales: Whereas the clerical group epitomizes job area stability and/or job continuity, the females in sales tend to represent the opposite. They are neither satisfied nor dissatisfied with their present job, but in terms of future employment they do not see themselves working at sales jobs. This apparent pattern of attrition is set into motion once they have left the project. Of those trained in sales work, six out of ten were employed in this capacity, but by age twenty-five, none expect to be selling. Moreover, they also evidence an ambivolence in terms of work commitment: half expect to be in professional work and twenty per cent expect to be married.

Service: Representing the lowest paid group, and learning in the direction of disliking their jobs, the service workers maintain the same kind of job continuity as the clerks: all of the service workers were trained in service jobs while enrolled in the project and over half expect to continue in this area in the future. Possibly these females represent a certain degree of resignation to jobs in the lowest of the three strata.

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[22] See Table 15.

Although these relationships are of a tentative nature, they are suggestive of points of departure for future investigation.

Generalizations to be gleaned from job characterizations and job expectations for the male sample are hampered because of size and the prevelance of greater job representation. While the female subjects are distributed, with the exception of two subjects, in three job groupings, the males are distributed in six areas. In terms of job characterization,[23] the operatives are fairly evenly distributed in the three types. None of the clerks defined his job as good. Two felt it was average, and one, not too good. None of the remaining males felt his job was not too good.

Three of the nine operatives expect to continue at their present tasks,[24] while two of the three male clerks expect to be working at this type of work at age twenty-five. Although one of the five laborers indicated that he would continue working at this type of work in the future, three indicated that the job was a good job, the other two called it an average job. None of the three service workers chose his present area for future employment. However, they thought it was either a good job or an average job. The single subject in sales did not know what employment he would seek in the future, and defined the job as a good job. Overall, the sum of all male expectations are spread fairly evenly among the various job categories. Because of the fragmentary character of the data, no statistical tests were run. There is no apparent relationship between earnings by job categories and job characterization among the males. However, the relationship between job characterization categories and earnings is positive and in the expected direction. This holds true in terms of hourly rate and mean average weekly earnings, but the differences in means are not statistically significant.[25]

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[23] See Table 21.

[24] See Table 11.

In comparing males, employed and unemployed females in terms of job characterization,[26] we find that the males and employed females are similar in percentage distributions. While the employed females are fairly evenly distributed in the three types of job characterization, the unemployed females are concentrated in the average category. The differences between the two female groups are not statistically significant.

No relationship is found between number of weeks worked and job characterization for either the males or the unemployed females.[27] This is not the case for the employed females. The mean number of weeks worked for those characterizing their job as a good job is 37.4; for the average job group, 30.4; and the not too good a job group, 23.8. Although no tests were run, the differences in means appear to be significant.

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[25] See Tables 24 and 25.

[26] See Table 18.

[27] See Table 19.

To summarize the relationships between length of employment, type of job held, and earnings with job characterization for the three employment status-sex groupings, we find 1) for the employed females, length of time employed, 2) for all females, earnings and type of job held, and 3) for the males, earnings, though not statistically significant, and probably length of time employed to be related to job characterization. Again, this is suggestive of the need for further investigation to confirm these tentative findings, especially with regard to the males, since our findings are so inconclusive.

JOBS EXPECTED FOR AGE TWENTY-FIVE

The feelings of the male subjects about their present jobs and their expectations for future work present a murky pattern. Forty per cent of all males expect to be professionals or managers, whereas twenty-five per cent of all females expect to engage in this type of work. Yet, the overall picture for the females is not as fragmentary and shifting. Since one-third of the operatives expressed expectations for future professional work, this can be taken as expressions of desired future employment rather than relatively accurate predictions of future employment.

With reference to chances of achieving their proposed expectations,[28] the majority of the females (sixty per cent) and half of the males felt their chances were promising: very good or good. Of those expecting future professional work, about fifty per cent of the females and sixty per cent of the males expressed promising chances; over seventy-five per cent of the females and all of the males with expectations in clerical work expressed promising chances; half of the females with service work expectations, two-thirds of the males with skilled job expectations, and one-third of the males expecting laboring jobs also expressed promising chances.

To the question asking why they felt as they did about their chances, the subjects' responses were consistent with their evaluations. The responses fall into the following categories:[29] 1) job experience and training, 2) anticipation of continuing education in the future, and 3) feelings which are best characterized as expressions of sustained strivings toward a goal. It should be noted that the subjects are particularly sensitive to the roles education and training play in goal achievement, or in this case, job mobility and secondly, they appear to project a steadfastness in their determination to achieve.

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[28] See Table 12.

Although the relationship between expressed chances and reasons underlying these estimations are consistent, the responses to the question of what the subjects are not doing to help them in attaining their expected jobs present an entirely different picture.[30] Of all those responding, one out of four indicated that they were doing nothing. The forms of activity engaged in by the majority of the subjects include taking tests, making applications, acquiring job experience, working toward advancement in their present jobs, and going to school. With reference to professional work expectations, one male and three females are enrolled in school, yet seven males and eleven females expect to function as professionals at age twenty-five. Furthermore, none of the subjects are enrolled in college courses. With the exception of a few professional positions whose occupancy is not predicated upon formal training at the college level--such as singers and draftsmen--professional job expectations are essentially expressions of fantasy.[31]

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[29] See Table 13.

[30] See Table 14.

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[31] That the subjects would project more accurate jobs for age twenty-five was predicated on assumptions underlying the inclusion of two "aspiration" questions. The first of these questions, placed at the beginning of the schedule, is a modification of Cantril's Self-Anchoring Scale, structured in terms of a preferred or best possible job in the future. The second "aspiration" question, placed at the end of the schedule, was structured to elicit an expected or anticipated job at age twenty-five. However, this we presumably did not achieve since such a high percentage of both male and female subjects identified professional occupations as an expected job. See Lamar T. Empey, "Social Class and Occupational Aspiration: A Comparison of Absolute and Relative Measurement," American Sociological Review, 21 (December, 1956), pp. 703-709, for a discussion of differences between preferred and anticipated occupational aspiration levels. For an extended discussion related to this general area, see Hyman Rodman, "Lower-Class Value Stretch," Social Forces, 42 (December, 1963), pp. 205-215.

EMPLOYER EVALUATIONS[32]

Differences between employed and unemployed females according to employers' ratings were statistically significant in three rating areas: work production, work performance (a summation of five items - catching on to the job, steadiness in work, initiative, work production, and carefulness), and the employer overall rating.[33] Although not listed, the employed females received higher ratings in the majority of items. Again, only three were significant.

On the basis of whether or not the employer would rehire the subject, regardless of employment status, ninety-two per cent of the employed females, sixty-five per cent of the unemployed females and seventy-four per cent of the males were rehireable.[34] The difference between employed and unemployed females was not statistically significant.

Dividing the unemployed females into two groups based on employer willingness to rehire, and comparing the differences in employer ratings, we find that the rehireable females received statistically significant higher ratings in initiative, work productions, overall rating, and work potential than did the non-rehireable females.[35] Although not significant, the majority of the ratings were higher for the rehireable females.

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[32] Mean scores per items rated for the males, employed and unemployed females are presented in Table 29. The rating continuum is structured on a five point scale: 5, very high; 4, high; 3, medium; 2, low; 1, very low.

[33] See Table 31.

[34] See Table 30.

This same relationship was found to exist in the employer ratings in terms of rehireable and non-rehireable males.[36] Whereas just three items were found to be statistically significant in the comparison between employed and unemployed females and a few more between rehireable and non-rehireable unemployed females, the majority of the differences between males, grouped on the basis of rehireability, were statistically significant and in favor of the rehireables. It is apparent that rehireability is consistent with other ratings made by the employers.

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[35] See Table 32.

[36] See Table 33.

DESIREABLE AND UNDESIREABLE JOB CHARACTERISTICS

The subjects were asked to identify those job characteristics which they felt were desireable and those which they felt were undesireable. The most desireable characteristics included the work per se, ease at which the requisite tasks could be performed, good pay, relationships with co-workers, and subject - customer/patient interaction.[37] The most undesireable aspects of the job included pay, the work per se, the job not being what the subjects wanted, and the tiring aspects of the job.[38] Almost one out of five of the subjects found nothing undesireable about his job. In the area of pay, the earnings which were regarded by the subjects as a determining factor as to the job's desireability were compared with the earnings which were regarded as a factor in the undesireability of the job.[39] The females who felt the pay was undesireable earned $1.27 as mean hourly rate and $41.11 as mean average weekly income; as opposed to the females who felt the pay was a desireable characteristic of the job who earned $1.68 mean hourly rate, and $71.33 mean average weekly income. The differences were statistically significant in both cases. Among the male subjects the differences were not statistically significant but were in the expected direction: desireable pay - $2.66 mean hourly rate and $106.66 mean average weekly income; as opposed to undesireable pay -

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[37] See Table 35.

[38] See Table 34.

[39] See Table 36.

$2.20 mean hourly rate and $85.00 mean average weekly income. It is interesting to note that throughout the reported findings for males, the factor of earnings does not differentiate in terms of statistically significant differences among a number of variables within the male sample. Although, in the majority of cases, the differences are in the predictable direction.

In response to the question about what kinds of problems were encountered on the job, the majority indicated few problems.[40] Eleven males, seventeen employed females, and eight unemployed females said that they did not have any problems on the job. Most of the problems encountered corresponded to those listed above as undesireable job characteristics. The only other item mentioned, which falls in the area of problems, was adjustment to the job. This included learning job skills and procedures.

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[40] See Table 37.

PROJECTED JOB CONTINUITY

Less than half of the employed females and well over half of the males indicated that they were planning to continue working at their present jobs.[41] In response to the question "Why?", the subjects mentioned many of the same reasons which were used in describing the desireable or undesireable aspects of the job. However, the most frequent response of those planning to continue was that the job was essentially a transitional one; they would stay until they could find something better. The most frequent repsonse of those who indicated that they did not expect to continue working was bad pay. The full impact of these responses becomes manifest upon reading the total array of responses.[42]

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[41] See Table 38.

[42] See Table 39.

JOB SEEKING OF UNEMPLOYED FEMALES

At the time of interview, seventeen of a total of forty-five female subjects were unemployed.[43] An entire section of the schedule was developed to focus on the activities of the unemployed subjects during their most recent period of unemployment. The questions were designed to establish the type and extent of their contacts with employment agencies. Implications may be drawn from the responses to these questions with reference to the motivation shown by the subject interacting with his environment - including MYEP experiences - in terms of seeking a job.

A desire for economic independence can be considered a reasonable factor in motivating young people to search out and obtain employment. Our findings indicate that during the period of unemployment, over two-thirds of the unemployed females were receiving financial aid from their parents or other relatives; about one-third were spending money saved from previous employment; and only one-sixth were receiving no financial aid.[44] Furthermore, two subjects were receiving aid from ADC. Indicative of employment seeking motivation is the fact that all but three of the seventeen unemployed females looked for a job during this period.[45] Over half of them sought employment at least twice a week and one-fourth at least once a week.[46] Those who did not look for employment presented credible explanations. One subject was planning marriage; one was in school; another had a child to care for.

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[43] A breakdown of subjects' reasons for leaving their most recent job is presented in Table 40. A comparison between subject and employer response to the question of job termination is presented in Table 41. It should be noted that the responses are in agreement in all but one case where the subject indicated that she was fired, while the employer said the subject quit.

[44] See Table 42.

All of the unemployed females remained in contact with the MESC[47] perhaps because they perceived of MYEP as an extension of MESC. However, less than half of the subjects used the MESC as a principal method of gaining employment[48] Almost one-fourth went directly to the places of employment and almost one-third investigated the newspapers for employment opportunities. The majority said that they felt the method they used most often was also the most efficient in terms of securing employment.

The motivational implications derived from these data are two-fold. As stated above, motivation to seek employment results from a rejection of economic dependence which is fostered by unemployment. Secondly, and of equal importance, is the factor of project training. These young people, during the process of receiving instruction in the broad area of job skills, were helped to develop greater confidence to seek employment.

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[45] See Table 43.

[46] See Table 44

[47] See Table 45.

[48] See Table 46.

PROJECT TENURE

A comparison was made between the employed and unemployed females in terms of the number of weeks subjects participated in the project prior to termination. No statistically significant differences could be established between these two groups. However, the coefficient of correlation between the length of time enrolled in the project before termination and the hourly rate of pay for all female subjects, was statistically significant (n = 34, r = .84). From this it can be assumed, with all other factors held constant, that the longer a subject participates in the project before being terminated, the higher his hourly rate of pay will be in a job situation. This implies that the length of time in the project correlates with the amount of skills and/or the stability of work attitudes, enabling a subject to obtain higher paying jobs. However, it may also reflect the change in the job market and levels of pay throughout the city during the time elapsed between the entrance of the subject into the project and the different dates which employment was obtained, i.e., the change occuring in the city during the time period, 1963 - 1965.

Suggestions for further study would include comparing the earnings of subjects terminating during the same time priod with the earnings of subjects terminating during different time periods, irrespective of entrance dates. Differences obtained, in this comparison could be accounted for by the economic conditions, as reflected in pay levels, types of jobs available, or both.

PROJECT EVALUATIONS BY SUBJECTS

Academic instruction, as perceived by the subject, covers a wide range. A substantial percentage of the subjects received training in reading, mathematics, English and spelling.[49] As one would expect, many of the females received training in shorthand, filing, history and bookkeeping. Many of the males received training in taking civil service examinations.

Forty-two per cent of the males, fifty-four per cent of the employed females and sixty-eight per cent of the unemployed females felt that they had received enough academic instruction.[50] Of these subjects, thirty-three per cent of the males said that the training was helpful in improving their self-confidence, thirty per cent of the employed females said that the instruction was helpful in reinforcing the kind of instruction they had received in public schools.[51]

Twenty-one per cent of the males, thirty-three per cent of the employed females, and thirty-one per cent of the unemployed females said that they had not received enough academic help from MYEP. Sixty-six per cent of the males, thirty-seven per cent of the employed females and eighty per cent of the unemployed females stated that they had not received enough training (undifferentiated), and thirty-seven per cent of the employed females stated that they had not had enough academic preparation. Over half of the unemployed females stated that they had not had enough time to complete their training.[52]

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[49] See Table 49.

[50] See Table 50.

[51] See Table 51.

Finally, thirty-six per cent of the males and thirteen per cent of the employed females said that the academic instruction didn't matter much. Four out of five males and three-fifths of the females asserted that the instruction was merely a repetition of knowledge obtained previously. One out of five males and two-thirds of the females stated that the instruction was, however, necessary for the job at which they were employed. Of interest is the fact that none of the unemployed females said the program didn't matter much.[53]

It is apparent from these responses that the importance attached to academic instruction by the subjects is basically in terms of the quantity of the training and the time allowed to assimilate the content. Moreover, it seems that the males are more interested in improving their self-confidence, while the females are concerned with refreshing their comprehension of material previously studied elsewhere.

In evaluating the vestibule training phase of the program, in terms of its effect on the development of employability, we find that sixty-eight per cent of the subjects said that this phase was very helpful; twenty-eight per cent said it was helpful; and four per cent said it was not very helpful or not helpful at all.[54] Of those whose responses were positive: very helpful or helpful, the males seemed to be concerned with training geared toward interpersonal skills - how to meet people, the job skills, and accruing work experience. The employed females were concerned with accruing work experience, learning job skills, and obtaining employment. The unemployed females posited obtaining employment, accruing work experience, learning how to apply for work, and job skills mastery.[55]

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[52] See Table 52.

[53] See Table 53.

In evaluating the entire project, in terms of improving the subjects' employability, sixty-six per cent of the males, seventy-three per cent of the employed females, and fifty per cent of the unemployed females said that the project was very helpful;[56] thirty-three per cent of the males, twenty-three per cent of the employed females, and forty-four per cent of the unemployed females said the project was helpful; and one per cent of the employed and unemployed females, respectively, said that the program was somewhat helpful. None of the subjects found the project to be of no help. A chi square test established no significant difference between the employed and the unemployed females in terms of how they rated the project ($x^2 = 1.40$, $df = 1$, $p > .2$). Training received in specific job skills, academic skills, and in the techniques of securing employment were cited by the subjects as examples of the project's helpfulness.[57] When asked to evaluate the project in terms of providing little or no help, fifty-four per cent of the subjects were concerned that the project did not obtain jobs for them.[58]

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[54] See Table 54.

[55] See Table 55.

[56] See Table 56.

The subjects' suggestions for the improvement of the project are quite varied.[59] Twenty-five per cent would like more time devoted to training. Larger allowances allotted to the students were suggested by twenty-one per cent of the subjects. Thirteen per cent felt that if the project promises jobs, these promises should be kept. Ten per cent suggested more extensive organization of the project and ten per cent expressed a concern that the teachers be trained in the area in which they were teaching. Finally, ten per cent would like to see the project increase the amount of equipment available to the students. Further important suggestions may be found in the collection of miscellaneous items.[60]

These evaluations of the project's various components should not be underestimated or devaluated. Many responses represent the subjects' perceptions of the project goals, especially in reference to the expectations they formed at the outset of their involvement. MYEP and other similar projects might do well to compare the perceptions and expectations of the subjects with their own stated goals. Many of the recorded suggestions offered by the trainees are worthy of thoughtful consideration and reflection.

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[57] See Table 57.

[58] See Table 58.

[59] See Table 59.

[60] See Table 60.

CONCLUSION

The following is a summary listing of major findings.

1. In comparing the occupational distribution of the female subjects with that of the total female population and total non-white population (1960 census), the distribution for the female subjects more closely approximates the total female distribution.

2. The occupational distribution for the male subjects more closely approximates the total non-white distribution.

3. The jobs held by the female subjects are more often in the area in which they were presumably trained.

4. The jobs held by the male subjects are more often not in the area in which they were presumably trained.

5. Over half of the females were trained as clerks, the highest paying job area based on the reported earnings of jobs held by females.

6. Close to half of the males were trained as service workers, the lowest paying job area based on the reported earnings of jobs held by males.

7. Three out of five females identified MYEP as a source of assistance in obtaining their jobs.

8. Four out of five males identified MYEP as a source of assistance in obtaining their jobs.

9. Defining job characterization as an index of job satisfaction, a relationship was established between job areas, hourly rate, mean average weekly earnings and job satisfaction for all females; length of time employed and job satisfaction for employed females.

10. A relationship between earnings, and possibly length of time employed and job satisfaction was established for males.

11. Distinct configurations were tentatively developed for three occupational areas: clerical, sales, and service in terms

of job satisfaction, hourly rate, mean average weekly earnings, training job, present job, and expected future job among the females.

12. No such configurations were apparent in terms of the same variables for the males.

13. Employer evaluations of the subjects in terms of their work behavior was found to be related to whether or not the employers would rehire the subjects.

14. The subjects defined the work, ease at which required tasks could be performed, good pay, relationships with co-workers, and subject - customer/patient interaction as the most desireable characteristics of the job.

15. Pay, the work, the job not being what the subjects wanted, and the tiring aspects of the job were identified as the most undesireable job characteristics.

16. The pay, as hourly rate and as average weekly earning, of the subjects who said it was a desireable characteristic was higher than the pay of the subjects who said pay was undesireable.

17. The majority of the subjects said they encountered few problems on the job. Problems cited were the same as those mentioned as undesireable job characteristics.

18. About half of the subjects currently employed were planning to continue at their present jobs. The most frequently stated reason was that they would stay until they could find something better.

19. A relatively high correlation was established, for females, between length of stay in the project and hourly rate of pay.

20. In evaluating academic instruction, the subjects named improvement of self-confidence and reinforcement of previous instruction as benefits; not enough help or preparation as the inadequacy.

21. The majority of the subjects felt the vestibule training was helpful or very helpful. Development of interpersonal skills, experience on a job, mastery and learning job skills, and obtaining employment were identified as benefits from this type of training.

22. In evaluating the entire program, not one subject felt that he did not receive any help. The reasons most often mentioned for feeling the program did improve their employability were training received in specific job skills and academic skills, and training in job finding skills.

23. The major criticism centered around the feeling that the project did not obtain jobs for the subjects.

24. Suggestions for the improvement of the project include allowing more time for training, allotting larger allowances, fulfiling job promises, organizing more extensively, and providing teachers trained in the area in which they are teaching.

Suggestions for Future Study:

1. The major limitation of the present study is the lack of a control group.[1] By this we mean a group of subjects possessing the same characteristics as the present study sample and also having been processed similarly through MESC, but not having entered into the Mayor's Youth Employment Project as trainees. It is only through carefully controlled conditions that the effects of MYEP training as opposed to lack of such training may be measured. Thus, future plans for the operation of this project should include provisions for the identification of a control group.

2. In measuring the effects of varied approaches on employment, it is suggested that three groups be established with as

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[1] A second major drawback in this study was the paucity of sociological data. Apart from age and levels of educational attainment, very little else was either available or complete, e.g., such basic data as parental education, family structure, and occupation. This deficiency, of course, precluded any possible analyses based on (1) comparisons of occupational levels between subjects and parents, (2) relationships between subjects' occupational aspirations and parental occupation, (3) relationships between subject occupational variables and social class, especially when race is held constant. A recent study reporting on lower class Negro mothers' aspirations for their children established differences between high and low status groups based on two variables: level of education and number of children. (See Robert R. Bell, "Lower Class Negro Mothers' Aspirations for Their Children," Social Forces, 43 (May, 1965), pp. 493-500.) Our point here is that not only is follow-up research rendered incomplete through such deficiencies, but the utilization of such research data by others is seriously limited.

many variables as possible controlled, i.e., job area, sex, age, educational attainment, social class, etc., with the first group receiving only the intensive services of a job placement agent(s); the second group receiving a full course of training with no placement service; and the third group receiving both. The purpose in such an undertaking would be to test the efficacy of the various components of the program, and by repeating this approach with different occupational groups, establish the range of services needed for each group. With reference to the subjects' evaluations of the total program and its various components in the reported study, much of the criticism is possibly a function of misconceptions of the intent and goals of the project on the part of the subjects and quite possibly a breakdown in communication on the part of the staff. We suggest that projects of this type exercise great care in articulating purposes, philosophy, and goals. This will not only avoid misunderstandings, but will foster a greater feeling of control and autonomy for the trainees. In addition, this will provide greater precision when subject evaluation is measured.

Our finding that a high percentage of males were not employed in the job areas in which they were presumably trained[2] suggests many possible leads for further investigation. Some of these are:

a. What effect has the factor of race on this shifting?

b. Was this shifting a manifestation of job area rejection on the part of the subjects?

c. If this was the case, what factors were operating?

d. To what extent was placement more of an ascendant goal for the project than protracted training. The concept of differed gratification may be considered here in terms of both project and subject behavior. The project may, because of political pressure, view their major objective as placing as many subjects as possible on jobs. The subject may be more interested in a job whose maximum wage is achieved in a short space of time rather than a training job which will require more time to reach an even higher maximum wage.

e. To what extent is the job market a factor?

These are but three possibilities for future investigation. It is our hope that this study will provide not only research ideas but ideas for program modification and innovation.

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[2] The fact that nearly half of the males were presumably trained in the lowest paying jobs should give one pause. Apart from suggestions for future study, we would submit that the area of Negro male employment in terms of training, placement, and upgrading be made a singular concern for future project development. Interestingly enough, Jack L. Roach, in a review of recent publication by Pearl and Reissman asserts that, "...The 'new careers' scheme [a proposed plan to employ the poor to serve the poor] is geared to the female candidate. If so, does this not further undermine the position of the male in the lower class family?" This may be stated more emphatically for the Negro male. (See Jack L. Roach, review of Arthur Pearl and Frank Riessman, "New Careers for the Poor," American Sociological Review, 31 (February, 1966), pp. 11-112.)

TABLE 1. SAMPLE INTERVIEWED, NOT INTERVIEWED AND CONDITIONS PRECLUDING AN INTERVIEW

	Inter-viewed	Not Inter-viewed	Total	Conditions Precluding Interview		
				In Military Service	Moved - Could Not Locate	Refused to be Inter-viewed
n	81	25	106	3	20[2]	2
Per Cent	76.4	23.6	100	2.3 [1]	18.9	1.9

[1] Per cent of total n (number interviewed)

[2] Includes one subject not interviewed because of non-participation in project.

TABLE 2. EMPLOYMENT STATUS OF SAMPLE INTERVIEWED

	Claimed Employ-ment Con-firmed	Claimed Employ-ment Not Confirmed	Not Employed	Never Employed	Still in Project	Never Involved in Project	Total
n	52	7	17	2	2	1	81
Per Cent	64.2	8.6	21	2.5	2.5	1.2	100

TABLE 3. EMPLOYMENT STATUS AND SEX

	Employed		Not Employed		Total
	n	Per Cent	n	Per Cent	n
Males	22	100			22
Females	28	62.2	17	37.8	45
Total	50	74.6	17	25.4	67

TABLE 4. AGE DISTRIBUTION BY EMPLOYMENT STATUS AND SEX

Employment Status		Age at Time of Interview							Total n
		18	19	20	21	22	23	24	
Employed Males	n	2	3	6	7	2	2		22
	Per Cent	9.1	13.6	27.3	31.8	9.1	9.1		
Employed Females	n	2	4	8	9	3	1	1	28
	Per Cent	7.1	14.3	28.6	32.1	10.7	3.6	3.6	
Unemployed Females	n	1	3	5	5	3			17
	Per Cent	5.9	17.6	29.4	29.4	17.6			
TOTALS	n	5	10	19	21	8	3	1	67
	Per Cent	7.5	14.9	28.4	31.3	11.9	4.5	1.5	

TABLE 5. A COMPARISON IN THE DISTRIBUTION BY MAJOR OCCUPATIONAL GROUPINGS OF FEMALE SUBJECTS WITH THE DISTRIBUTION OF TOTAL EMPLOYED FEMALES AND EMPLOYED NON-WHITE FEMALES, AGE 18-24, FOR THE DETROIT METROPOLITAN AREA, 1960

Occupational Groupings	Female Subjects n	Female Subjects Per Cent	Non-White Females[1] Per Cent	Total Females[1] Per Cent
Professional			6.9	11.9
Managers, Officials, Proprietors			.3	.9
Clerical	21	46.7	27.9	57
Sales	10	22.2	4.7	7
Craftsmen			.4	.5
Operatives	1	2.2	6.7	3.4
Private Household			15.2	3.2
Service (Non-Private Household)	12	26.7	22.7	10.3
Laborers (Non-Farm)	1	2.2	1.7	.5
Miscellaneous			.1	.0
Not Reported			13.4	5.5
Total	45	100	100 (n = 7020)	100 (n = 66368)

[1] Source: U. S. Bureau of Census, 1960 Census of Population (1962), Table 123, pp 24-523, 24-524, 24-525, 24-526.

TABLE 6. A COMPARISON IN THE DISTRIBUTION BY MAJOR OCCUPATIONAL GROUPINGS OF MALE SUBJECTS WITH THE DISTRIBUTION OF TOTAL EMPLOYED MALES AND EMPLOYED NON-WHITE MALES, AGE 18-24, FOR THE DETROIT METROPOLITAN AREA, 1960

Occupational Groupings	Male Subjects n	Male Subjects Per Cent	Non-White Males[1] Per Cent	Total Males[1] Per Cent
Professional			3.1	10.3
Managers, Officials, Proprietors			.8	3.5
Clerical	3	13.6	9.8	13.9
Sales	1	4.5	4.6	8.8
Craftsmen	1	4.5	8	14.8
Operatives	9	40.9	25.7	26.4
Private Household			.5	.1
Service (Non-Private Household)	3	13.6	14.6	5.6
Laborers (Non-Farm)	5	22.7	18.5	10.2
Miscellaneous			.1	.6
Not Reported			14.3	5.9
Total	22	100	100 (n = 8594)	100 (n =86029)

[1] Source: U. S. Bureau of Census, 1960 Census of Population (1962), Table 123, pp. 24-523, 24-524, 24-526.

TABLE 7. JOB LISTING BY OCCUPATIONAL GROUPINGS

Professional

Lab. Technician
Singer
Draftsman
Medical Technician
Commercial Artist
Engineer
Electrical Engineer
Dietician
Supervisor in Diet Kitchen
Psychiatrist
Teacher
Registered Nurse
Social Worker

Clerical

Stock Trainee
Library Clerk
Cash Office Clerk
Key Punch Operator
Shipping Clerk (Check and Pack)
Typist
Data Processing Clerk
Bank Teller
Switchboard Operator
Post Office Clerk
Office Worker
Office Machine Operator
Secretary
Bookkeeper

Managers, Officials, Proprietors

Manager of a Finance Company
Head of a Business

Operatives

Piston Assembler
Wet Sander
Punch Press Operator
Special Miller Operator
Tag and Sort Clothes (In Laundry)
Auto Assembler
Gear Grider

Craftsman

Auto Repair and Bumping
Auto Mechanic
General Mechanic
Bullard Machine Repairman

Service

Baker's Helper
Janitor
Dietician Aide
Nurse Aide
Store Clerk
Orderly or Attendant
Pantry Girl
Porter, Dishwasher
Assistant Recreation Leader
Food Service Aide
Dietetic Cook

Laborer

Stock Boy
Chipper
Prod. Line Worker in Bakery
Make Towels in a Laundry
Laborer
Warehouse Worker
Construction Laborer

TABLE 8. A COMPARISON IN THE DISTRIBUTION BY EDUCATIONAL ATTAINMENT OF FEMALE SUBJECTS WITH THE DISTRIBUTION OF TOTAL OUT-OF-SCHOOL FEMALES AND OUT-OF-SCHOOL NON-WHITE FEMALES, AGE 14-24, FOR THE DETROIT METROPOLITAN AREA, 1960

Levels of Educational Attainment	Female Subjects n	Female Subjects Per Cent	Non-White Female[1] Per Cent	Total Females[1] Per Cent
Less than High School Graduation	4	8.9	68.3	61.4
High School Graduation	41	91.1	25.8	30.1
Beyond High School Graduation Less than College Graduation			5.1	6.6
College Graduation and Beyond			.8	1.9
Total	45	100	100 (n = 41868)	100 (n = 264753)
		med. 12.0	med. 10.8	med. 11.2

[1] Source: U. S. Bureau of Census, 1960 Census of Population (1962), Table 103, pp. 24-396, 24-397.

TABLE 9. A COMPARISON IN THE DISTRIBUTION BY EDUCATIONAL ATTAINMENT OF MALE SUBJECTS WITH THE DISTRIBUTION OF TOTAL OUT-OF-SCHOOL MALES AND OUT-OF-SCHOOL NON-WHITE MALES, AGE 14-24, FOR THE DETROIT METROPOLITAN AREA, 1960

Levels of Educational Attainment	Male Subjects n	Male Subjects Per Cent	Non-White Males[1] Per Cent	Total Males[1] Per Cent
Less than High School Graduation	6	27.3	79.6	69.9
High School Graduation	16	72.7	16.3	20.4
Beyond High School Graduation Less than College Graduation			3.6	7.6
College Graduation and Beyond			.6	2.1
Total	22	100	100 (n = 33757)	100 (n = 234220)
		med. 12.0	med. 10.1	med. 10.6

[1] Source: U. S. Bureau of Census, 1960 Census of Population (1962), Table 103, pp. 24-396, 24-397.

TABLE 10. A COMPARISON OF PRESENT OCCUPATIONAL STATUS WITH OCCUPATIONAL EXPECTATION FOR AGE TWENTY-FIVE, FEMALES

Present Occupational Status	Expected Occupational Status at Age Twenty-Five					Total	
	Professional	Clerical	Service	Married Housewife	Don't Know	n	%
Clerical	4	14	3			21	46.7
Sales	5	2		2	1	10	22.2
Operatives		1				1	2.2
Service	2	3	7			12	26.7
Laborers		1				1	2.2
Total n	11	21	10	2	1	45	
Per Cent	24.4	46.7	22.2	4.4	2.2		

TABLE 11. A COMPARISON OF PRESENT OCCUPATIONAL STATUS WITH OCCUPATIONAL EXPECTATION FOR AGE TWENTY-FIVE, MALES

Present Occupational Status	Expected Occupational Status at Age Twenty-Five								Total	
	Prof.	Mgrs. Off. Prop.	Clerk	Craftsman	Operatives	Ser.	Lab.	Don't Know	n	%
Clerical		1	2						3	13.6
Sales								1	1	4.5
Craftsmen				1					1	4.5
Operatives	3	1		2	3				9	40.9
Service	3								3	13.6
Laborers	1		1			1	1	1	5	22.7
Total n	7	2	3	3	3	1	1	2	22	
Per Cent	31.8	9.1	13.6	13.6	13.6	4.5	4.5	9.1		

TABLE 12. A COMPARISON OF OCCUPATIONAL EXPECTATIONS FOR AGE TWENTY-FIVE WITH ESTIMATION OF ACHIEVEMENT CHANCES

Expected Occupational Status	Chances										No Response Don't Know		Total	
	Very Good		Good		Fair		Not So Good		Not Good At All					
	F	M	F	M	F	M	F	M	F	M	F	M	F	M
Professional	1	1	5	3	2	2		1	2		1		11	7
Manager, Official, Proprietor		1				1								2
Clerical	6	3	10		4						1		21	3
Craftsmen		1		1				1						3
Service (Other)	2		3		4	1			1				10	1
Operatives				1		2								3
Laborers						1								1
Other (Married, Don't Know)											3	2	3	2
Total n	9	6	18	5	10	7		2	3		5	2	45	22
Per Cent	20.0	27.3	40.0	22.7	22.2	31.8		9.1	6.7		11.1	9.1		

TABLE 13. REASONS GIVEN FOR ESTIMATION OF ACHIEVEMENT CHANCES

Reasons	Chances										Total Responses	
	Very Good		Good		Fair		Not So Good		Not Good At All			
	F	M	F	M	F	M	F	M	F	M	n	Per Cent
Has Job Experience or Training	7	3	8	2	1						21	35.0
Has Education			1	2	1	1					5	8.3
Will be Prepared After Completing School	1	2	5	2	2						12	20.0
Will be Prepared After Completing Training				1		1					2	3.3
Will Succeed if Persist		1	5			4					10	16.7
Has Job Offers	1										1	1.7
Job in Demand			2	1	1						4	6.7
Depends on Civil Service Examination					1						1	1.7
Need Political Pull						1		1			2	3.3
Don't Know					1	1					2	3.3
Need Training or Job Experience					3			2	1		6	10.0
Lack Money for Training, Equipment, Education			2		2			1	2		7	11.7
Because of Race					1						1	1.7
Needed at Home					1						1	1.7
Total Responding	9	6	18	5	10	7		2	3		60	

TABLE 14. TYPES OF ACTION UNDERTAKEN TO ATTAIN EXPECTED JOB

Action Undertaken	Employed Males	Employed Females	Unemployed Females	Total	
	n	n	n	n	%
Nothing	3	6	7	16	25.8
Reading, Studying	8	2	2	12	19.4
Taking Tests	1	4	2	7	11.3
Saving Money to Return to School	1	4	1	6	9.7
Working Toward Advancement in Present Position	2	4		6	9.7
Gaining Experience	3	3		6	9.7
Applying for Position	1		2	3	4.8
Going to School; Enrolled in School	1		3	4	6.5
Looking for Employment in this Type of Work		2	2	4	6.5
Talking to People in this Field	3			3	4.8
Made Telephone Calls Inquiring About Returning to School	1			1	1.6
Miscellaneous	1[1]	2[2]		3	4.8
Total Responding	21 (1)[a]	25 (3)	16 (1)	62 (5)	

[a] ( ) Number not responding.

[1] I try to live right and try to do good by everyone.

[2] There is nothing it can do now to help me. I have to work six days a week to help take care of my mother and sister, but want to go back to school and get the job I really want. The only hope now that I have of getting this job is that some one can help me. I haven't had enough training.

I'm still trying to decide.

TABLE 15. A COMPARISON OF MYEP OCCUPATIONAL TRAINING GROUP WITH PRESENT OCCUPATIONAL GROUPING, FEMALES

Occupational Training Group	Present Occupational Grouping					Total	
	Clerical	Sales	Operative	Service	Labor	n	Per Cent
Clerical	18	4		6	1	29	64.4
Sales	3	6	1			10	22.2
Service				5		5	11.1
Mixed				1		1	2.2
Total n	21	10	1	12	1	45	
Per Cent	46.7	22.2	2.2	26.7	2.2		

TABLE 16. A COMPARISON OF MYEP OCCUPATIONAL TRAINING GROUP WITH PRESENT OCCUPATIONAL GROUPING, MALES

Occupational Training Group	Present Occupational Grouping						Total	
	Clerical	Sales	Operative	Service	Labor	Craftsmen	n	Per Cent
Clerical	1		1				2	9.1
Sales	2	1	1				4	18.2
Craftsmen			2	1		1	4	18.2
Service			3	2	5		10	45.5
Mixed			2				2	9.1
Total n	3	1	9	3	5	1	22	
Per Cent	13.6	4.5	40.9	13.6	22.7	4.5		

TABLE 17. SOURCES USED IN OBTAINING EMPLOYMENT

Employment Status	Sources Used						Total Responding
	MESC		MYEP and/or Training Employer		All Others[1]		
	n	Per Cent	n	Per Cent	n	Per Cent	
Employed Males	3	13.6	18	81.8	15	68.2	22
Employed Females	4	14.3	16	57.1	19	67.9	28
Unemployed Females	2	11.8	10	58.8	9	52.9	17
Total	9	13.4	44	65.7	43	64.2	67

[1] Sources mentioned include friends, relatives and Urban League.

TABLE 18. SUBJECT CHARACTERIZATION OF JOB

Employment Status	Characterization of Job						Total
	Good		Average		Not Too Good		
	n	Per Cent	n	Per Cent	n	Per Cent	n
Employed Males	8	36.4	11	50.0	3	13.6	22
Employed Females	9	32.1	11	39.3	8	28.6	28
Unemployed Females	1	5.9	13	76.5	3	17.6	17
Total	18	26.9	35	52.2	14	20.9	67

Chi Square test for last two rows (female subjects):
$x^2 = 6.5$, df = 2, $p < .05$

TABLE 19. MEAN NUMBER OF WEEKS WORKED BY JOB CHARACTERIZATION

Employment Status	Characterization of Job						Total	
	Good		Average		Not Too Good			
	$\bar{x}$	n	$\bar{x}$	n	$\bar{x}$	n	$\bar{x}$	n
Employed Males	26.6	8	26.0	11	32.7	3	27.1	27
Employed Females	37.4	9	30.4	11	23.8	8	30.8	28
Unemployed Females[1]	38.0	1	15.2	13	24.3	3	18.2	17

[1] Mean number of weeks between termination of job last held and interview date, $\bar{x} = 15.5$.

TABLE 20. OCCUPATIONAL GROUPINGS BY JOB CHARACTERIZATION, FEMALES

Occupational Groupings	Characterization of Job						Total
	Good		Average		Not Too Good		
	n	Per Cent	n	Per Cent	n	Per Cent	n
Clerical	9	42.9	11	52.4	1	4.8	21
Sales	1	10.0	7	70.0	2	20.0	10
Service			6	50.0	6	50.0	12
Total	10	22.2	24	53.3	11[1]	24.4	45

[1] Included in total, for this column, are one Operative and one Laborer.

TABLE 21. OCCUPATIONAL GROUPINGS BY JOB CHARACTERIZATION, MALES

Occupational Groupings	Characterization of Job			Total
	Good	Average	Not Too Good	
Clerical		2	1	3
Sales	1			1
Craftsmen		1		1
Operatives	3	4	2	9
Service	1	2		3
Laboerer	3	2		5
Total n	8	11	3	22
Per Cent	36.4	50.0	13.6	

TABLE 22. MEAN DIFFERENCES IN HOURLY RATE OF PAY AND t TEST SCORES BY JOB CHARACTERIZATION, FEMALES

Characterization of Job	Mean Hourly Rate of Pay (In Dollars)	n	$\bar{x}-\bar{x}$	t	p
Good (1)	1.79	10	(1)-(3) 51.7	3.8	$<.005$
Average (2)	1.46	21	(1)-(2) 33.1	2.7	$<.01$
Not Too Good (3)	1.27	8	(2)-(3) 18.6	1.8	$<.05$

TABLE 23. MEAN DIFFERENCES IN AVERAGE WEEKLY EARNINGS AND t TEST SCORES BY JOB CHARACTERIZATION, FEMALES

Characterization of Job	Average Weekly Earnings (In Dollars)	n	$\bar{x}-\bar{x}$	t	p
Good (1)	69.10	10	(1)-(3) 23.0	3.5	< .005
Average (2)	52.50	20	(1)-(2) 16.6	2.6	< .01
Not Too Good (3)	46.1	8	(2)-(3) 6.4	1.0	> .1

TABLE 24. MEAN DIFFERENCES IN HOURLY RATE OF PAY AND t TEST SCORES BY JOB CHARACTERIZATION, MALES

Characterization of Job	Mean Hourly Rate of Pay (In Dollars)	n	$\bar{x}-\bar{x}$	t	p
Good (1)	2.63	8	(1)-(3) 67.5	1.7	> .05
Average (2)	2.38	11	(1)-(2) 24.7	.8	> .2
Not Too Good (3)	1.95	3	(2)-(3) 42.9	No Test	

TABLE 25. MEAN DIFFERENCES IN AVERAGE WEEKLY EARNINGS AND t TEST SCORES BY JOB CHARACTERIZATION, MALES

Characterization of Job	Average Weekly Earnings (In Dollars)	n	$\bar{x}-\bar{x}$	t	p
Good (1)	105.62	8	(1)-(3) 25.3	1.7	> .05
Average (2)	92.45	11	(1)-(2) 13.2	1.1	> .1
Not Too Good (3)	80.33	3	(2)-(3) 12.1	No Test	

TABLE 26. MEAN DIFFERENCES IN HOURLY RATE OF PAY AND t TEST SCORES BY OCCUPATIONAL GROUPINGS, FEMALES

Occupational Groupings	Mean Hourly Rate of Pay (In Dollars)	n	$\bar{x}-\bar{x}$	t	p
Clerical (1)	1.68	21	(1)-(3) 46.5	4.2	$<.005$
Sales (2)	1.41	7	(1)-(2) 26.6	1.9	$<.05$
Service (3)	1.21	9	(2)-(3) 19.9	1.8	$<.05$

TABLE 27. MEAN DIFFERENCES IN HOURLY RATE OF PAY, AVERAGE WEEKLY EARNINGS BY OCCUPATIONAL GROUPINGS, MALES

Occupational Groupings	Mean Hourly Rate of Pay (In Dollars)	Average Weekly Earnings (In Dollars)	n
Clerical	1.96	78.33	3
Operative	2.65	108.77	9
Service	1.87	75.00	3
Labor	2.51	98.60	5
Sales	1.91	76.00	1
Craftsmen	3.25	95.00	1

TABLE 28. CONDITION OF EMPLOYMENT: FULL TIME, PART TIME

Employment Status	Full Time		Part Time		Total
	n	Per Cent	n	Per Cent	n
Employed Males	22	100			22
Employed Females	22	78.6	6	21.4	28
Unemployed Females	12	70.6	5	29.4	17
Total	56	83.6	11	16.4	67

TABLE 29. EMPLOYER EVALUATIONS BY MEAN SCORES PER ITEMS RATED

Items Rated	Employed Males $\bar{x}$	Employed Males n	Employed Females $\bar{x}$	Employed Females n	Unemployed Females $\bar{x}$	Unemployed Females n
Catch on to Job	3.3	21	3.4	28	3.2	16
Steady Worker	3.5	21	3.6	28	3.2	16
Initiative, etc.	3.2	21	3.2	28	2.9	16
Work Production	3.4	21	3.5	28	2.8	16
Carefullness, etc.	3.4	21	3.3	28	3.1	16
Sum of Above Items	16.8	21	17.0	28	15.1	16
Overall Rating	3.2	20	3.3	28	2.8	17
Worker Potential	3.6	20	3.6	28	3.2	15
Control Over Personal Problems	3.7	20	3.4	28	3.3	15
Honesty	4.0	20	3.8	23	4.0	16
Relate to Supervision	4.0	21	3.7	28	3.8	16
Relate to Fellow Worker	4.0	21	3.6	28	3.8	16
Grooming	3.8	21	3.7	28	3.4	16
Appropriate Behavior	3.8	21	3.7	28	3.6	16
Relate to Customers	4.1	9	3.5	14	3.2	13

TABLE 30. EMPLOYER WILLINGNESS TO REHIRE SUBJECTS

Employment Status	Would Rehire		Would Not Rehire		Total
	n	Per Cent	n	Per Cent	
Employed Males	14	73.7	5	26.3	19 (3)[a]
Employed Females	24	92.3	2	7.7	26 (2)
Unemployed Females	11	64.7	6	35.3	17
Total	49	79.0	13	21.0	62 (5)

[a] ( ) Number not responding.

Chi Square test for last two rows (female subjects: $x^2 = 3.5$, df = 1, $p > .05$

TABLE 31. MEAN DIFFERENCES AND STATISTICALLY SIGNIFICANT t TEST SCORES OF EMPLOYER EVALUATIONS BY EMPLOYMENT STATUS, FEMALES

Items Rated	Employed		Unemployed		$\bar{x}-\bar{x}$ (1) (2)	t	p
	$\bar{x}$ (1)	n	$\bar{x}$ (2)	n			
Work Production	3.5	28	2.8	16	.7	3.0	$< .005$
Work Performance[1]	17.0	28	13.1	16	1.9	2.0	$= .025$
Overall Rating	3.3	28	2.8	17	.4	2.3	$< .025$

[1] Work Performance is a sum of the following items: Catching on to a Job, Steady Worker, Initiative, Work Production, and Carefullness.

TABLE 32. MEAN DIFFERENCES AND STATISTICALLY SIGNIFICANT t TEST SCORES OF EMPLOYER EVALUATIONS BY EMPLOYER WILLINGNESS TO REHIRE SUBJECTS, UNEMPLOYED FEMALES

Items Rated	Would Not Rehire		Would Rehire		$\bar{x}-\bar{x}$ (1) (2)	t	p
	$\bar{x}$ (1)	n	$\bar{x}$ (2)	n			
Initiative	2.2	6	3.3	10	1.1	1.9	$<.05$
Work Production	2.2	6	3.2	10	1.0	1.9	$<.05$
Overall Rating	2.0	6	3.3	11	1.3	3.7	$<.005$
Worker Potential	2.4	5	3.6	10	1.2	2.9	$<.01$

TABLE 33. MEAN DIFFERENCES IN EMPLOYER EVALUATIONS AND t TEST SCORES BY EMPLOYER WILLINGNESS TO REHIRE SUBJECTS, MALES

Items Rated	Would Not Rehire $\bar{x}$ (1)	n	Would Rehire $\bar{x}$ (2)	n	$\bar{x}-\bar{x}$ (1) (2)	t	p
Catch on to Job	2.6	5	3.6	13	1.0	2.4	$< .025$
Steady Worker	2.4	5	3.9	13	1.5	4.0	$< .005$
Initiative	2.2	5	3.7	13	1.5	3.3	$< .005$
Work Production	2.8	5	3.7	13	.9	2.0	$< .05$
Carefullness	2.6	5	3.8	13	1.2	2.8	$< .01$
Sum of Above Items	12.6	5	18.7	13	6.1	3.7	$< .005$
Overall Rating	2.3	4	3.5	13	1.2	2.8	$< .01$
Worker Potential	2.8	5	3.8	13	1.0	3.1	$< .005$
Control Over Personal Problems	3.5	4	3.8	13	.3	.5	$> .3$
Honesty	3.5	4	4.2	13	.7	1.7	$> .05$
Relate to Supervision	3.6	5	4.2	13	.6	1.9	$< .05$
Relate to Fellow Workers	3.8	5	4.2	13	.4	1.4	$> .05$
Grooming	3.2	5	3.8	13	.6	1.9	$< .05$
Appropriate Behavior	3.0	5	4.0	13	1.0	2.7	$< .01$
Relate to Customers	3.0	1	4.4	5	No Test (Too Few Cases)		

TABLE 34. JOB CHARACTERISTICS DISPLEASING TO SUBJECTS

Employment Status		Pay	Hours: Inconvenience	Hours: Length	Interpersonal Relations Co-Workers	Tiring	The Work	Not The Kind of Work Wanted	Nothing - No Dislikes	Total Responding
Employed Males		7	2	0	1	4	3	3	4	22
Employed Females		6	1	3	2	2	3	3	5	25
Unemployed Females		6	2	2	3	1	1	1	3	17
Total	n	19	5	5	6	7	7	7	12	64
	Per Cent	29.7	7.8	7.8	9.4	10.9	10.9	10.9	18.8	

TABLE 35. JOB CHARACTERISTICS PLEASING TO SUBJECTS

Employment Status		Pay	Interpersonal Relations	Customers - Patients	Co-Workers	Easy	The Work	Chance to Meet People	Clean	Total Responding
Employed Males		6	1	2	3	6	6	2	2	22
Employed Females		4	3	5	4	3	13	1	1	28
Unemployed Females		0	2	1	3	3	5	3	3	17
Total	n	10	6	8	10	12	24	6	6	66
	Per Cent	15.5	9.1	12.1	15.1	18.2	36.4	9.1	9.1	

TABLE 36. MEAN DIFFERENCES IN HOURLY RATE OF PAY, AVERAGE WEEKLY EARNINGS AND t TEST SCORES BY SUBJECT EVALUATION OF PAY

Sex Groupings and Type of Earnings	Like Pay		Dislike Pay		$\bar{x}-\bar{x}$ (1) (2)	t	p
	$\bar{x}$ (1) (In Dollars)	n	$\bar{x}$ (2) (In Dollars)	n			
Females - Hourly Rate	1.68	4	1.27	9	40.9	2.8	$< .01$
Females - Average Weekly Earnings	71.33	3	41.11	9	30.2	4.7	$< .005$
Males - Hourly Rate	2.66	6	2.20	7	45.9	1.2	$> .1$
Males - Average Weekly Earnings	106.66	6	85.00	7	21.7	1.4	$> .05$

TABLE 37. PROBLEMS ENCOUNTERED ON JOB

Problems Encountered On Job	Employed Males	Employed Females	Unemployed Females	Total Responses n	Total Responses Per Cent
No Problems	11	17	8	36	53.7
Pay	1	2		4	6.0
Hours: Convenience and Length	1	3	1	5	7.5
Boss	1	2	2	5	7.5
Co-Workers		3	2	5	7.5
Tiring Work	1	2		3	4.5
Adjustment To Job	4	1	2	7	10.4
Catching On To New Skills	1	1	2	4	6.0
Change in Job Status		2		2	3.0
Seniority Determines Promotion Opportunities	1			1	1.5
Segregation That Goes On	1			1	1.5
Number Responding	22	28	17	67	

TABLE 38. PLANS TO CONTINUE WORKING AT PRESENT JOB

Employment Status	Plan to Continue		Do Not Plan to Continue		Total
	n	Per Cent	n	Per Cent	n
Employed Males	15	68.2	7	31.8	22
Employed Females	13	46.4	15	53.6	28
Total	28	56.0	22	44.0	50

TABLE 39. REASONS GIVEN FOR PLANS TO CONTINUE, NOT TO CONTINUE WORKING AT PRESENT JOB

Plan to Continue Working
Females
(5) Stay until find something better
(4) Enjoyable--I like it
(2) The work is good
(1) Until return to school; college
(1) Until return to school; unspecified
(1) Opportunity for advancement; experience
(1) Intra-personal relationships; unspecified
(1) Intra-personal relationships; co-workers
(1) Location of job; inside
(1) Experience for horizontal mobility
(1) Fringe benefits
(1) Nice/good work
(1) Hours; convience
(1) Steady; job in demand
(1) Need money to support self/family
Males
(8) Stay until find something better
(2) It's the only thing I have
(3) Good pay
(2) Need job to support self/family
(2) Good pay/no pressure
(1) Until I return to school
(1) Gives dignity
(2) Interesting
(1) Inter-personal relationships; unspecified
(1) Inter-personal relationships; co-workers
(1) Opportunity for advancement
(1) Enjoyable/I like it
(1) Nice/good work
(1) Easy work
(1) Job makes saving money for education possible
(1) Can't afford to quit, too many bills
Do Not Plan to Continue
Females
(3) Bad pay
(1) Not enjoyable
(1) Not steady
(1) No opportunity for advancement
(1) Returning to school; college
(1) New job pending/action taken
(1) Not a good job
(1) You're treated different/you're the underdog
(1) I plan to better myself

(continued on next page)

TABLE 39 (Continued)

Males

(8) Bad pay
(4) Not enjoyable
(2) Returning to school
(1) Undesireable location of job
(1) Undesireable working conditions
(1) Undesireable co-workers
(1) Undesireable customers/patients
(2) New job pending; action taken
(1) Stay until find something better
(1) Not good job experience
(1) I want to better my condition
(1) There's too much segregation

TABLE 40. REASONS FOR TERMINATING EMPLOYMENT, UNEMPLOYED FEMALES

	Christmas Layoff	Quit: Multiple Reasons	Quit: Pregnant	Layoff	Fired	Total
Number	4	5	3	3	2	17
Per Cent	23.5	29.4	17.6	17.6	11.8	

See Table 41 for a comparison of responses given by subjects with those supplied by employers.

TABLE 41. A COMPARISON OF SUBJECT REASONS WITH EMPLOYER REASONS FOR TERMINATING EMPLOYMENT, UNEMPLOYED FEMALES

Subject Response	Employer Response
Quit - personal reasons: pregnancy	Quit
Laid off following the end of Christmas	No response
Laid off following the end of Christmas	Laid off
Laid off following the end of Christmas	Released
Fired	Quit
Laid off following the end of Christmas	Released
Laid off (unspecified)	Reduction in work force
Quit - not enough pay	Quit
Quit - personal reasons: pregnancy	Quit
Fired	Fired
Quit - personal reasons: illness	Quit
Laid off because of company cut back in employment force	Laid off
Quit - personal reasons: illness	Quit
Quit - lacking in fringe benefits, no challenge in job, not enough pay	Quit
Quit - personal reasons: pregnant	Quit
Quit - personal reasons: getting married	Quit
Laid off because of company cut back in employment force	Laid off (temporary)

TABLE 42. MEANS AND SOURCES USED FOR FINANCIAL AID WHILE NOT WORKING, UNEMPLOYED FEMALES

Unemployed Females	ADC	MESC	Parents	Husband	Odd Jobs	Saved Money From Last Job	Had No Money	Grand-Parents	Siblings	No One Helped	Total Responding
n	2	1	11	3	4	6	1	1	3	3	16
Per Cent	12.5	6.3	68.8	18.8	25.0	37.5	6.3	6.3	18.8	18.8	(1)[a]

[a] ( ) Number not responding.

TABLE 43. ACTION TAKEN TO SEEK EMPLOYMENT, UNEMPLOYED FEMALES

Unemployed Females	Action	No Action	Total Responding
n	10	3	13 (4)[a]
Per Cent	76.9	23.1	

[a] ( ) Number not responding.

TABLE 44. AVERAGE FREQUENCY IN SEEKING EMPLOYMENT, UNEMPLOYED FEMALES

Unemployed Females	Every Day	5 or More Times Per Week	2 or More Times Per Week	Once a Week or Less	Total Responding
n	2	1	7	3	13 (4)[a]
Per Cent	15.4	7.7	53.8	23.1	

[a] ( ) Number not responding.

TABLE 45. EMPLOYMENT SEEKING METHODS, UNEMPLOYED FEMALES

Unemployed Female	Check with MESC	Go Out Looking and Asking at Employment Place	Ask Family Members	Ask Relatives	Ask Friends	Look in Newspaper	Telephone Places That Might be Hiring	n Responding
n	11	9	5	5	6	10	4	11 (6)[a]
Per Cent	100.0	81.8	45.5	45.5	54.5	90.4	36.4	

[a] ( ) Number not responding.

TABLE 46. PRINCIPAL METHODS EMPLOYED, UNEMPLOYED FEMALES

Unemployed Females	MESC	Go Out Looking and Asking at Places of Employment	Look in Newspaper	n Responding
n	6	3	4	13 (4)[a]
Per Cent	46.2	23.1	30.8	

[a] ( ) Number not responding.

TABLE 47. AVERAGE HOURS WORKED

Employment Status	40 Hours		Less Than 40 Hours		More Than 40 Hours		Total n
	n	Per Cent	n	Per Cent	n	Per Cent	
Employed Males	19	86.4			3	13.6	22
Employed Females	16	57.1	12	42.9			28
Unemployed Females	9	52.9	8	47.1			17
Total	44	65.7	20	29.9	3	4.5	67

TABLE 48. CHANGE IN EARNINGS WHILE EMPLOYED

Employment Status	Yes		No		Total n
	n	Per Cent	n	Per Cent	
Employed Males	18	81.8	4	18.2	22
Employed Females	17	60.7	11	39.3	28
Unemployed Females	5	31.3	11	68.8	16 (1)[a]
Total	40	60.6	26	39.4	66

[a] ( ) Number not responding.

TABLE 49. TYPE OF ACADEMIC INSTRUCTION RECEIVED AS MYEP TRAINEE

MYEP Instruction	Employed Males n	Employed Females n	Unemployed Females n	Totals n	Totals Per Cent
Reading	10	17	11	38	65.5
Arithmetic	11	22	14	47	81.0
English	8	18	10	36	62.1
Spelling	8	18	5	31	53.4
Handwriting		1		1	1.7
History	1	1		2	3.4
Shorthand		4	3	7	12.1
Office Machines		4	3	7	12.1
Civil Service Testing	4	1		5	8.6
Physical Education	1			1	1.7
Hygiene			1	1	1.7
First Aid	1		1	2	3.4
Baby Care			1	1	1.7
Bookkeeping		4	1	5	8.6
Retailing		3		3	5.2
Tax Scale			1	1	1.7
Sales Work			1	1	1.7
How to Dress for Interview		4	1	5	8.6
How to Meet and Talk to People	1	1		2	3.4
Overcome Nervousness		1		1	1.7
Pass Tests			2	2	3.4
Filing	1	12	5	18	31.0
How to Behave When Employed		1		1	1.7
Related to Job Training	3		2	5	8.6

(Continued)

TABLE 49 (Continued)

Receieved No Academic Instruction	3	2		5	8.6
Miscellaneous	1[1]	1[2]		2	3.4
Total Responding	16 (6)[a]	26 (2)	16 (1)	58 (9)	

[a] ( ) Number not responding.

[1] Movies to show about our work.

[2] We took tests.

TABLE 50. EVALUATION OF ACADEMIC INSTRUCTION

Employment Status	Enough		Not Enough		Did Not Matter		Total
	n	Per Cent	n	Per Cent	n	Per Cent	n
Employed Males	6	42.9	3	21.4	5	35.7	14 (8)[a]
Employed Females	13	54.2	8	33.3	3	12.5	24 (4)
Unemployed Females	11	68.8	5	31.3			16 (1)
Total	30	55.6	16	29.6	8	14.8	54

[a] ( ) Number not responding.

TABLE 51. DEFINITION OF ENOUGH HELP

Definition of Enough Help	Employed Males n	Employed Females n	Unemployed Females n	Total n
To Improve Academics		2	1	3
Add to Past Knowledge	1	4	3	8
In Reference to Job Skills		1		1
To Improve Skills	1	2	2	5
To Meet People	1	1		2
To Pass Tests	1	1	2	4
To Improve Self-Confidence	2	1	2	5
To Become More Alert		2		2
Good Teachers	1	2	1	4
Complete Coverage of Material	1	2	2	5
Total Responding	6	13	11	30

TABLE 52. DEFINITION OF NOT ENOUGH HELP

Definition of Not Enough Help	Employed Males n	Employed Females n	Unemployed Females n	Total n	Total Per Cent
Not Enough Training	2	3	4	9	56.3
Not Enough Time for Training	1	1	3	5	31.3
Inadequate Academic Preparation	1	3	1	5	31.3
Inadequate Teaching		1	1	2	12.5
Learned Nothing New	1			1	6.3
Miscellaneous		2[1]		2	12.5
Total Responding	3	8	5	16	

[1] But it did restimulate my typing ability and machine work.

However, the help I received I couldn't have done without just the same.

TABLE 53. DEFINITION OF INSTRUCTION NOT MATTERING MUCH

Definition of Didn't Matter Much	Employed Males n	Employed Females n	Total n	Total Per Cent
Repetition of Past Knowledge	4	2	6	75.0
Didn't Need Training for Job Held	1	2	3	37.5
Miscellaneous		1[1]	1	12.5
Total Responding	5	3	8	

[1] I had not had the comptometer and the extra vocabulary help.

TABLE 54. EVALUATION OF VESTIBULE TRAINING

Responses	Employed Males n	Employed Females n	Unemployed Females n	Total n	Total Per Cent
Very Helpful	11	17	11	39	68.4
Helpful	4	7	5	16	28.1
Not Very Helpful		1		1	1.8
Not at All Helpful	1			1	1.8
Total Responding	16 (6)[a]	25 (3)	16 (1)	57 (10)	

[a] ( ) Number not responding.

TABLE 55. DEFINITION OF VERY HELPFUL, HELPFUL

Definition of Very Helpful, Helpful	Employed Males n	Employed Females n	Unemployed Females n	Total n	Total Per Cent
Obtaining Job	1	5	4	10	18.2
How to Apply for a Job	2	1	3	6	10.9
How to Dress	2	1	2	5	9.1
How to Meet People	3	3	2	8	14.5
How to Pass a Test	1	2	2	5	9.1
Learning Job Skills	5	6 (3)*	3	14	24.5
Work Experience	7	10 (1)*	4 (1)*	21	38.2
A Good Reference		2	1	3	4.8
Did Not Obtain Job in Training Field	2	(1)*		2	3.6
Training Perception of Job Did Not Correspond to Reality	3		1	4	7.3
Helpful for Field But Not for Subject	2	(1)*	1	2	3.6
Learning About Job Requirements			1	1	1.2
Miscellaneous (Listed Below)	2[1]	3[2]	1[3]	6	10.8
Total Responding	15	24	16		

*Number in parentheses indicates negative connotation.

[1] I need my own tools to get a job. You get good counseling plus the teacher was a straight shooter.

[2] My speaking ability improved. I also had trouble reading and understanding what I had been reading. They would let white girls come in and train them and give them full-time work. They would let me train them and then give them the best job.

[3] It really showed me that math had a big importance in any kind of work you do.

TABLE 56. EVALUATION OF ENTIRE MYEP TRAINING PROGRAM

Employment Status	Very Helpful		Helpful		Somewhat Helpful		Total
	n	Per Cent	n	Per Cent	n	Per Cent	n
Employed Males	12	66.7	6	33.3			18 (4)[a]
Employed Females	19	73.1	6	23.1	1	3.8	26 (2)
Unemployed Females	8	50.0	7	43.8	1	6.2	16 (1)
Total	39	65.0	19	31.7	2	3.3	60 (7)

[a] ( ) Number not responding.

Chi Square Test for last two rows (female subjects):
$x^2 = 1.40$, df = 1, $p > .2$.

TABLE 57. EVALUATION OF MYEP TRAINING'S HELPFULNESS

Helpfulness of MYEP Training	Employed Males n	Employed Females n	Unemployed Females n	Totals	
				n	Per Cent
Training in Specific Job Areas	7	18	11	36	61.0
Academic Skills	3	6		9	15.3
Training in Techniques for Securing Employment	2	3	4	9	15.3
Grooming	3	1	3	7	11.9
Relate to People	2	2	3	7	11.9
Dress			1	1	1.7
How to Take a Test		2		2	3.4
Use MYEP as Job Reference			2	2	3.4
Character Development	3	2	2	7	11.9
Obtained Job for Me	2	6	2	10	16.9
Training was Good if Subject Goes into Field	2			2	3.4
Chance to Make Better Life for Self	1	2	1	4	6.8
Miscellaneous	1[1]	2[2]	1[3]	4	6.8
Total Responding	18 (4)[a]	26 (2)	15 (2)	59 (8)	

[a] ( ) Number not responding.

[1] Transportation money to get back and forth to learn something.

[2] Well, somethings I had prior to this but I did not have a chance to use it. Later, I can get a promotion or better job and I can go back to school and get a degree and I can teach.

[3] Because they had contact with jobs that you couldn't get by yourself.

TABLE 58. EVALUATION OF MYEP TRAINING'S LACK OF HELPFULNESS

Lack of Helpfulness in MYEP Training	Employed Males n	Employed Females n	Unemployed Females n	Total	
				n	Per Cent
In No Way (Program was Help to Some Extent)	6	15	11	32	54.2
Job I Have Now is Not the Job I Trained for	5			5	8.5
MYEP Did Not Get Me Job	3	4	2	9	15.3
Not Enough Training	2	1	1	4	6.8
Job Training (Not Enough)	1	1	1	3	5.1
Not Enough Academic Help	1			1	1.7
No Program or Training Available for Desired Job	1	1		2	3.4
Were not Paid Enough		1		1	1.7
Employer Did Not Recognize MYEP			1	1	1.7
Poor Class Discipline		1		1	1.7
Miscellaneous	1[1]	3[2]		4	6.8
Total Responding	17 (5)[a]	26 (2)	16 (1)	59 (8)	

[a] ( ) Number not responding.

[1] But I can use what I got someday if things don't break for me.

[2] Especially for the time spent going out to work and just looking around for jobs; also to school. People seem to look down on you. Did not have a person from the store come to the training class before we were sent to the store for training.

TABLE 59. SUGGESTIONS TO IMPROVE MYEP PROGRAM

Suggestions to Improve MYEP Program	Employed Males n	Employed Females n	Unemployed Females n	Totals n	Totals Per Cent
Nothing	2	2	1	5	8.3
More Training or More Time for Training	5	5	5	15	25.0
Larger Allowance	3	6	4	13	21.7
Fulfill Job Promises	5	2	1	8	13.3
Have Enough Jobs for All Students	2			2	3.3
Provide Employment in Field of Training	2	2		4	6.7
Provide Better Paying Jobs		3		3	5.0
Better Organize the Project	3		3	6	10.0
Teachers on Time	1			1	1.7
More Personal Contact with Teachers		2		2	3.3
Fewer Groups	1			1	1.7
Class Based on Homogeneous Ability	1	3	1	5	8.3
Teachers Trained in the Area They are Teaching	1	4	1	6	10.0
More Equipment	1	3	2	6	10.0
More Discipline	1	2		3	5.0
Miscellaneous[1]	6	8	8	22	36.7
Total Responding	18 (4)[a]	26 (2)	16 (1)	60 (7)	

[a] ( ) Number not responding.

[1] See Table 60 for a listing of miscellaneous responses.

TABLE 60. SUGGESTIONS TO IMPROVE MYEP PROGRAM--UNCODED RESPONSES

Employed Males
The person that was head of the program was very incompetent of holding such a position.
Give more classroom work.
Not having people go under false pretenses.
Make classes as interesting and as understanding as possible.
I would have it possible that after a student signs up it wouldn't take him so long to actually get into training. I feel that if the person has the qualifications he should be able to enroll regardless of his education.
I would find a place for us to train at. I would familiarize the student with the different departments of the store. I would get a certain department and place my students, notify all the salesclerks in that department that they are trainees and to give them as much help as possible. This is the orientation - get the trainees and instruct them in sales tax breakdowns and usage of the cash register; I would instruct them of the policies of the store - assuming their math is okay. Now we will familiarize them with the goods the department sells. We'll hold preliminary sales contacts and techniques. They should go in the store on a slow day. That should be their day (starting) in the store.
Employed Females
I would have special days for all courses to be taught - certain days would be for certain courses.
Once your OJT begins I think you should work every day for 8 hours instead of breaking up the day into 4 hours at school and 4 hours OJT. The travel was really wasting time that you could put to good use learning. If you enrolled as a typing student you should be able to do this every day not only when the room is available.
As I prefered bookkeeping rather than selling, selling was the only class available when I applied at the youth training class.
Give the young men and women a chance to do more of the training instead of letting the teacher do most of it. You can't really learn enough just looking at someone else, you have to do it yourself.
First have job stations that really want the trainees. Try to fit with the training and testing best suited for them.

(continued on next page)

TABLE 60 (Continued)

There are a lot of kids unemployed and want to get in so some of them have to be dissappointed.

More teachers.

Best to have store manager to come and explain store aims and policies to keep from feeling so green when you go to class at the store.

Unemployed Females

Have subjects that will help them when they finish their training.

There should be a counselor that checks up on every employer that gives you a test for a job and inform you when you did pass the test and were not given a job. The counselor should inquire as to why not. Then the school can know what the problems are and combat such things.

More class work for students.

We did not have enough time to get to our job station (20 min. for lunch) by the time we had ordered lunch and eaten and took the DSR transportation. In other words, we had only one hour to refresh, eat and get to our job stations.

I would have the jobs ready for the first group before I had another group come in. They would take the poverty stricken first and make the others wait.

Give them more variety to work on and let them practice more. Give more experience in making things for larger groups of people instead of small groups.

They should try to keep the children interested in their work.

I think the project should be recognized more, in other words, it should have more publicity. It seems that most employers would rather not have students from the project. I would certainly follow up the students to see that they were all working.